Instructor: Erin Miller

Office: Humanities 39

Email: emiller@bakersfieldcollege.edu

Webpage:  [http://emillerbakersfieldcollege.weebly.com](http://emillerbakersfieldcollege.weebly.com/)

Phone: 661-395-4350 (office), 574-532-6963 (mobile). Feel free to text me, but identify yourself.

Office Hours: M, W: 12:20-12:50, T&R: 8:25-9:25 and 2:35 to 3:35, or by appointment. Come see me. I am here and happy to help!

# COURSE DESCRIPTION

This course traces and analyzes the major cultural, political, and social themes of American history from the era of post-Civil War Reconstruction to the present. Its organizing principle is to examine the consequences of our nation’s commitment to securing liberty, equality, and justice for its citizens and to assess how well we have done in realizing such an ambitious goal. Students will be expected to master rudimentary information about the American past. Emphasis, however, shall be placed on using this knowledge to make historical arguments in class discussions and on exams. Thus the course is designed to introduce students not only to subject of U.S.

history, but to the discipline of history itself with its distinctive modes of inquiry and interpretation. Consider this question: what should the role of the government be in the lives of the people?

# REQUIRED COURSE MATERIALS (See end of packet for photos)

* Norton, Marybeth, *et. al*., *A People and a Nation Since 1865* **vol. 2**. Required.
* Marcus, Robert D. *et. al.,* *America Firsthand: From Reconstruction to the Present,* **vol. 2**, 9th edition. Required.
* Both required textbooks are also on hold at the reserve desk in the BC Library and can be borrowed for one or two hours at a time, as long as you keep the book in the library.
* Two types of scantrons, 886-E (for exams and essays) and Quiztrips (for quizzes). Both are available at the counter in the bookstore.

# SUGGESTED MATERIALS

* Hacker, Diana. *A Pocket Style Manual*. Suggested/Optional.
* Strunk and White, *The Elements of Style*. Suggested/Optional.
* Graff, *They Say, I Say*. Suggested/Optional.
* Three to six blue books for midterms and final exam purchased in the campus bookstore.
* Class Packet. Available on my website.
* Additional articles not included in this list will be available on my website, will be emailed to you, or will be provided in hardcopy in class.
* Please obtain a Bakersfield College email address, which can be forwarded permanently to your personal email if you wish, for our class email list. Please let me know if you do not have access to a computer and/or the internet. You are responsible for logging into InsideBC, accessing our class, and printing required articles. Thanks!

 Habits of Mind



How will you succeed at BC this semester? What determines success is not circumstance, but habit. **Habits of Mind, It’s POSSIBLE at BC** has many free tools intended to help you accomplish your goals in school. Only you can overcome the challenges you face this semester and in life. Start out successfully with these steps:

* Visit the Habits of Mind website:  [www.bakersfieldcollege.edu/habits-of-mind](https://owa.kccd.edu/owa/redir.aspx?C=zcbDJLwn7Um_gxOCr4H37y0qQIFXw9AIxjhXWnWDbZ_rJPq67z1db7T8YKpw9UVweqgsc5gWW6g.&URL=http%3a%2f%2fwww.bakersfieldcollege.edu%2fhabits-of-mind) .
* Download the app for Habits of Mind at BC for power in your palm.  Ask for help, do the work, and refuse to quit.

Success takes energy, planning, and strategies for both the expected challenges in school as well as the unexpected twists life can take. Ask your professor for more information. Now is the time to develop new habits.

# IMPORTANT DATES

**January 30th:** Last day for refunds for semester length classes.

**February 1st:** Last day to drop semester-length classes without receiving a “W”. Students can no longer repeat a class more than three times within the Kern Community College District, whether they receive an F or a W. Think hard about whether you plan on doing the work to finish the class successfully. I believe you can do it. Resist the W! Anything you quit now, you just have to finish later.

**February 16th: Washington Day, No Class**

**March 2nd: Mid-term Exam 1**

**March 27th:** Last day to withdraw and receive a “W” in semester-length classes.

**March 30th- April 4th:** No classes. Spring Break! Enjoy!

**April 13th: Midterm Exam 2**

**April 22nd:** Writing Assignment Two is due in paper/hardcopy at the beginning of class.

**Wednesday, May 13th, 12:00-1:50 pm, Final Exam**

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# GUIDELINES

The following rules apply to everyone equally. This promotes a sense of fairness, learning, and professionalism.

* Do your best. Let’s be people of excellence!
* No cell phones. They must be placed in your belongings. See me in advance if there is an emergency that requires you to have your phone on. Yes, that means NO TEXTING either.
* Please be quiet and listen when someone else has the floor. Ideally you should be taking notes, including when your peers speak.
* Take care of all personal needs before class begins. Please do not leave the class once class is in session.
* Only students who arrive on time to class will have the full allotted time for quizzes.
* All assignments will be accepted only on the date they are due and by the assigned time. In emergency instances, I may allow a student to submit late work, but they will lose a letter-grade per day it is late.
* Assignments must be **submitted in paper copy** and must be turned in when due. Do not email assignments. They will not be accepted. (Our email doesn’t have the capacity for this.)  Be sure to drop the course if you are not attending. Doing so is your responsibility.
* **Due to demand for enrollment, students who do not attend the first day of class or miss two consecutive days, excepting emergencies, will be dropped from the class.**
* History is a debate. Everyone will listen, be respectful, and use appropriate language.
* **Cheating and plagiarism will not be tolerated**. A failing grade on the assignment and expulsion are the consequences of either behavior. Besides, you have what it takes! You can do this work on your own! I believe in you.

# FOR STUDENTS WITH DISABILITIES OR SPECIAL NEEDS

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Supportive Services (661-395-4334), Student Services Building 1st Floor, Counseling Center, as soon as possible to better ensure such accommodations are implemented in a timely fashion. See the following website for additional information and links: <http://bakersfieldcollege.edu/student/dsps/>

# LIBRARY RESEARCH WORKSHOPS

Library Research Workshops will assist students in learning essential, college-level research skills. Seven different research topics are addressed in separate workshops. Students who attend and evaluate these free workshops rank their usefulness midway between ESSENTIAL and QUITE USEFUL. The workshops begin in the third week of school and last 10 weeks. Attending workshops earlier in the semester is recommended. Not only can students use newly learned skills to improve their research, they will not risk being turned away from a full classroom.

# EXPECTATIONS

The history of mastery, slavery, and freedom in the United States provokes sensitive discussions about race, sex, equality, and diversity. This sensitivity, I believe, arises from the imperative to continue to grow beyond the current *status quo*, from the desire to be a people who truly embrace equality, but are uncertain at times about how to do so, uncertain about how to overcome the consequences, responsibilities, and promises of our country’s past and present, uncertain about how to balance freedom and equality. This class will be and must be a safe place to engage these ideas, ask questions, and express vulnerable opinions. Race, gender, class, and sexuality are tough subjects in the U.S. It is my hope that everyone will respectfully express themselves, listen to others, and keep their minds open to learn from each other’s perspectives.

# COURSE GOALS AND STUDENT LEARNING OUTCOMES

1. A main goal of this course is to teach you how to ask and answer your own questions about post Civil War America.
2. We will analyze major forces, events, and people instrumental in shaping U.S. History.
3. We will describe examples of outstanding citizenship and productivity and explain the impact of dissent and disruption.
4. We will analyze the various racial, ethnic and social subgroups, which have played a role in the shaping of America and determine the common, underlying theses of American life.
5. We will examine past social-cultural value systems, which have formed a basis for human beliefs and challenges to those beliefs.
6. We will engage in the reading of contradictory sources, primary and secondary, enabling you to decipher arguments and evidence, as well as to defend the subsequent position you take on the debate.
7. Analyze the complexities created by having inequality, discrimination, and violence in a democratic society, scrutinizing the tensions between freedom and equality
8. **You will have rigorous opportunities to develop essential skills; the ability to critically analyze arguments about the past, the capacity to consider the perspective of all of those involved, the confidence and skill to articulate your ideas and arguments orally and in writing in an organized, convincing, engaging, and professional manner, to manage your time and resources, to lead, and to respect the work of your peers by engaging them and defending your own ideas.**
9. To that end, this syllabus is designed to help you learn a number of historical skills, frameworks, and methods that have been developed by historians. **By the end of the course, you should be able to: analyze primary source documents (including Hollywood movies) in light of the frameworks that historians of US History, African American History, class, Native American History, race, slavery, and gender have developed; identify the subject, thesis, organization, and sources used in primary and secondary source articles; assess the strengths and weaknesses of those articles.**
10. Write critical, analytical essays utilizing the methodologies and vocabulary of the history to express your own thoughts and ideas about the materials we have studied.
11. Develop useful strategies of asking and answering your own questions about American History by using the above skills.

**Creative, critical thinking is the ultimate objective!**

# SEVERAL MAIN QUESTION FRAME DISCUSSION

1. What values define American social, economic, and political beliefs?
2. How have changing relationships between men and women impacted society and culture?
3. What responsibilities accompany Americans’ rights and freedoms?
4. What are the origins and evolutions of slavery, democracy, and race in the US?
5. What is the significance of region in understanding US History?
6. When is war/violence just?
7. What is the relationship between equality and freedom? How do they impinge upon each other?

# REQUIREMENTS

Participation in discussion, in-class (15% or 150 points)

Online Quizzes: (15% or 150 points)

In-class Quizzes: (5% or 50 points)

Office Visit: (5% or 50 points)

Midterm 1 (15% or 150 points)

Midterm (15% or 150 points)

Writing Assignment (15% or 150 points)

Final Exam (15% or 150 points)

# TIPS FOR SUCCESS

* Come to class and take good notes.
* Be organized and read assignments in advance of our meeting.
* Take notes while you read, as well as when your peers speak.
* Form study groups.
* Come prepared with questions.
* Visit me during office hours.
* Take advantage of the Student Success, Writing, and Tutoring Centers.
* Listen to each other.
* Generally speaking, in-class quizzes will take place on the first class meeting of the week and will cover key terms listed in the Class Study Guide, available in my course packet online. On the second day of class weekly, we generally focus on primary sources from the Marcus book. If students come prepared to discuss their group’s readings, quizzes on those readings a quiz will not be required. However, if the syllabus requires Marcus, primary source readings for Monday and Wednesday of the same week, be sure to read them.
* Keep up with the reading, even if it doesn’t match my lectures and our discussions; it provides background context.
* With all primary source documents read in the Marcus volume, as well as those handed out separately, you should do the following: first read the study questions printed before and after the document; then read the introduction to the document, create a timeline and list of characters, and last consider how you would answer the questions you read about the document. Bring your list of characters, their descriptions, and your timeline with you to class for group discussion.

**I expect three things from each of us: excellence (our best effort), attendance (come to class), effort (do all of your work and seek help outside of class).**

# ATTENDANCE AND PARTICIPATION

**I suggest that students bring 2 written questions about the readings to each class.** In addition to listed readings, I may occasionally include additional primary sources. Our class time will be devoted primarily to discussion, debates, role-playing, and short lectures. Every student must therefore do the readings prior to class, attend class, and pull her or his weight in discussions. You bring individual insight that will help bring different aspects of the sources to light for the rest of us. So, do the reading, thinking, and sharing. We want to hear what you have to say. If you are shy and fear public speaking, please take time to talk to me, and we’ll develop strategies to help you succeed. 15% of your grade is participation. I want to help you succeed, but you have to let me know if you’re not speaking out of fear as opposed to not being prepared.

# WRITING REQUIREMENTS

**(All writing assignments must be completed with 1 inch margins, be double spaced, with size twelve Roman**

**Times font.)**

Each student will complete at least a ten-page writing assignment that compiles work you complete throughout the semester that relates to primary sources read for class. More information to come. It is worth 15% of your grade. I will provide an additional handout with more detail as the semester begins. You will be able to visit my website for more detailed information as well. The main objective is to combine all skills learned to date, reading, analysis, writing, time organization, general historical comprehension and context. You may earn 5% extra credit per paper by working with the free tutors in the Writing Center, Tutoring Center, or Student Success Lab.

# ADDITIONAL WRITING

Your midterms and final exams are a combination of matching, fill-in-the-blank, maps, and essays. They each require approximately 3 to 6 pages of in-class writing.

# EXTRA CREDIT

The Departments of Social Science, as well as various other departments and institutes, at Bakersfield College and CSUB hold numerous public symposiums and town hall meetings each semester. They complement the intellectual projects of this course. The dates, times, and locations of the presentations will be given well in advance. Students who attend any of these events will receive extra credit. In order to receive credit, students must submit one page that relates what they heard in the symposium to what we are doing in class. You may also opt to complete journal assignments on primary source readings for extra credit. If you are interested in this, please ask me for a handout. I also allow vocabulary for extra credit. I will explain this in class.

# LIVING HISTORY

It is also possible to earn extra credit by attending an event at a living history museum, Fort Tejon. The museum offers a program on the Dragoons who settled disputes with Indians and were strategic in “overawing” the Indians of the region. Colonel Allensworth is also a great place to visit!

# RECOMMENDED LINKS

The following sources allow you to do a key word, subject, or author search of primary documents.

Yale, Avalon Project: <http://avalon.law.yale.edu/subject_menus/major.asp>

Documenting the American South: <http://docsouth.unc.edu/>

# COURSE STRUCTURE

Our course will be conducted in a seminar/lecture format, which calls for the committed participation of all class members (including the instructor). Time will be devoted to three principle activities: (1) lectures, (2) and studentcentered discussions, debates, role-playing, and activities pertaining to assigned texts. Success in these areas (and so success in the course) will depend on steady participation and work. Good analysis of historical text and assimilation of historical arguments are acquired virtues, meaning that they are habits that must be learned and cultivated over time. I am eager to assist you in acquiring these habits, but ultimate responsibility falls to you; you must practice discipline and make the course a regular component of your daily routines and thinking. As you read, look for key moments that provide examples of the main themes that concern this class. Learning takes place everywhere, and each of you has many valuable insights to offer the rest of us.

# ORAL PRESENTATIONS

I will assign each of you a time to make a presentation regarding each of your assigned primary sources to the rest of the class. Prior to making your presentation, you will have the chance to discuss the document in your small groups, so you’ll have additional time to get your group’s thoughts together before presenting to the class.

# TIME REQUIREMENTS

I expect each student to average about six hours outside of class reading, writing, or viewing films for this class each week. If most students need much more time than that, let me know. The syllabus might need adjusting. Individuals who are unable to complete their work averaging 6 hours per week should see me--I will try to help you streamline your efforts.

**Final Exam Meeting Time: Wednesday, May 13th, 12:00-1:50 pm Final Exam**

# ATTENDANCE

Your contributions are important to this class. Your success and that of your classmates depends upon your participation. This is not solely a lecture course. Classes are discussion-based and discussion-driven. This means that for the course to work, people have to contribute to class. For this reason, more than three unexcused absences will result in your participation grade being lowered. More than four unexcused absences may result in a failing grade in the area of participation or in being dropped from the class. Because much of our work is based on in-class interaction, you must contact me immediately when you have an excused absence.

# GRADING SCALE

90-100=A, 80-89.9=B, 70-79.9=C, 60-69.9=D, below 60= F. Failure to complete all formal assignments (especially the writing assignment) or to exceed the number of permitted absences could result in an F for the course.

**Overall Grade/Point Scale**

|  |  |  |  |
| --- | --- | --- | --- |
|  **As**  |  **Bs**  |  **Cs**  |  **Ds** **Fs**  |
| 980-1000= A+  | 880-899=B+  | 780-799=C+  | 680-699=D+ 599 or Below  |
| 940-979=A  | 840-879=B  | 740-779=C  | 640-679=D  |
| 900-939=A-  | 800-839=B-  | 700-739=C-  | 600-639=D-  |

***The assignments and requirements set forth in this syllabus are guidelines. I reserve the right to modify them as necessary. Dates for reading assignments may adjust as we focus on discussion and analyzing sources.***

# FREE ADDITIONAL HELP OUTSIDE OF CLASS

**To help you succeed in your classes and complete your degree!**

Document's web location (to use the embedded links): [http://www2.bakersfieldcollege.edu/nstrobel/studentannounce/freeBCstudentresources.htm](http://www2.bakersfieldcollege.edu/nstrobel/student-announce/freeBCstudentresources.htm)

The [**Writing Center**](http://bcacademicdevelopmentdepartment.weebly.com/writing-center.html) offers free help with all steps of the writing process, *except proofreading*. Professional writers help with anything from understanding an assignment, to thinking out your essay, to writing it. The Center is located in Student Services 133 and can be contacted at (661) 395-4735 or by email at

writingcenter@bakersfieldcollege.edu. Walk-ins or pre-arranged appointments are welcome. Hours Mondays through Thursdays 8:00 am - 6:00 pm and Fridays 8:00 am - 12 pm (noon). You earn an extra 5% on your exams and writing assignments in my classes for working with any of the tutoring services on campus. All you have to do submit proof of it with your exam or paper.

The [**Student Success Lab**](http://bcacademicdevelopmentdepartment.weebly.com/student-success-lab.html) offers FREE reading, writing and math guided tutorials. The lab is open

Mondays+Wednesday at 8:00 am - 6:00 pm, Tuesdays+Thursdays at 8:00 am - 7:00 pm, and Friday 8:30 am - 12:20 pm. It is located in SS 143. The tutors are exceptional! New computer technology, upgraded PLATO software, and a friendly atmosphere are just some of the reasons to come to the Student Success Lab. Here's one more reason: It will improve your writing! Call for an appointment: (661) 395-4654 or email the Coordinator Kimberly Nickell at knickell@bakersfieldcollege.edu. Available for credit or no credit:

* **ACDV B201 abc** (0.5/1.0 unit or FREE no credit): Individualized/diagnostic math, reading, and English learning modules. Individually prescribed lessons in spelling, reading, vocabulary development, study skills, critical thinking and/or English. Supervised repetition and practice in the laboratory on assigned tasks which may range from general communication skills to specific problems.
* **ACDV B281 abc** (FREE no credit): Computer-assisted tutoring courses. Provides tutoring in various academic subjects, conducted in a computer lab, to augment classroom instruction. Open entry/open exit.

The [**Tutoring Center**](http://bcacademicdevelopmentdepartment.weebly.com/tutoring-center.html) is upstairs from the [**Student Success lab**](http://www2.bakersfieldcollege.edu/nstrobel/student-announce/freeBCstudentresources.htm#studsuclab) in room SS 203. The Tutoring Center provides FREE tutoring to all students with drop-in tutoring for Math and English with pre-scheduled tutoring for most other subjects. Tutoring is offered for multiple courses and provided by trained, certified student tutors. Hours Mondays+Thursdays at 8:00 am - 5:30 pm and Tuesdays+Wednesdays at 8:00 am - 7:30 pm. For more information call (661) 395-4430 or email the Tutorial Coordinator Midge Ladd at mladd@bakersfieldcollege.edu.

[**Critical Academic Skills Workshops**](http://bcacademicdevelopmentdepartment.weebly.com/cas-workshops.html) are free, short workshops for all BC students with no appointments needed! Workshops in Reading, English, and Student Success. Dates and times vary: see "[InsideBC"](https://inside.bakersfieldcollege.edu/) (under the Student tab) for scheduled sessions or [the BC CAS website](http://bcacademicdevelopmentdepartment.weebly.com/cas-workshops---bc.html) or the [Delano CAS website.](http://bcacademicdevelopmentdepartment.weebly.com/cas-workshops---delano.html) For more information call (661) 395-4005 or email the coordinator Christina Mody at cmody@bakersfieldcollege.edu.

The [**Department of Academic Development**](http://bcacademicdevelopmentdepartment.weebly.com/) offers numerous classes that will help you succeed in this class, in college, and in life. They include, but are not limited to the following; study habits, problem solving, reading for academic success, and writing.

[**Library Research Workshops:**](http://www.bakersfieldcollege.edu/library/workshop.asp) The librarians offer 8 different 60 minute workshops several times over the course of 8 weeks each semester. For a description of the workshops as well as the workshop schedule go to: <http://www.bakersfieldcollege.edu/library/workshop.asp>

 [**Counseling Department**](http://www2.bakersfieldcollege.edu/counseling/index.html) (first floor, Student Services): Crisis Counseling, 395-4689 or 395-4421. Counselors and advisors are able to provide you with guidance in the following areas:

* Reviewing your assessment (placement) test results and other information to determine appropriate course options;
* Exploring academic and educational goals, and identifying possible educational options;
* Developing abbreviated and comprehensive educational plans;
* Explaining certificate programs and degrees available at Bakersfield College;
* Assisting with identification of transfer options and course requirements for University of California

(UC), California State University (CSU), independent and out-of-state institutions, and;

* Providing referral information to other student support service programs on the BC and Delano campuses, as well as to other off-campus resources.

In addition to one-on-one advising and counseling sessions, the center also provides you answers to quick questions during peak enrollment times, drop-in advising, New Student Counseling workshops, Educational Planning workshops and transfer-related workshops throughout the Academic year. In addition Counseling faculty also teach student development courses for educational planning, career development and student success. Find these courses listed in the [online class schedule](http://www.bakersfieldcollege.edu/academic/schedule/) under “Student Development”.

[**Financial Aid**](http://www.bakersfieldcollege.edu/finaid/) (second floor, Student Services): 395-4428. Scholarships, tuition waivers, vouchers for textbooks for the start of the semester (so you don't start out your classes already being behind). [Check out the Financial Aid TV](http://bakersfieldcollege.financialaidtv.com/) for video answers to all your financial aid money questions.

[**Health Center**](http://www.bakersfieldcollege.edu/student/health/) (Campus Center 3): Provides free physical and mental health services for students who paid their campus health fee (Most of you paid this; it's built into your registration fees). You may call for an appointment at (661) 395-4336. The clinical therapist (LCSW) has office hours at the following times: Tuesdays at 8:00 am - 2:00 pm, Wednesdays at 3:00 pm - 5:00 pm, and Thursdays at 3:00 pm - 7:00 pm. A month into the semester, she begins offering group sessions as well. The physician, holds office hours daily: Mondays through Wednesdays at 8:00 am - 5:00 pm and Thursdays at 10:00am -7:00pm. Health Center hours are Mondays through Wednesdays at 7:30 am - 5:30 pm, Thursdays at 9:30 am - 7:30 pm, and Fridays at 8 am - 12:00 pm (noon).

[**Extended Opportunity Program and Services (EOPS)**](http://www.bakersfieldcollege.edu/student/eops/) (second floor, Student Services next to the Financial Aid Office) is a state funded program offering access and retention services including books for low-income, educationally-disadvantaged students. (661) 395-4351.

[**Disabled Student Programs & Services (DSP&S)**](http://www2.bakersfieldcollege.edu/dsps/) (first floor, Student Services) provides services for students with physical disabilities (including temporary disabilities), psychological disabilities, learning disabilities, speech and language disorders, students who are blind or have visual impairments, students who are deaf or hard of hearing, and students with health limitations. Call (661) 395-4334 for more information.

[**Renegade Pantry:**](http://bakersfieldcollegesga.weebly.com/sga-pantry.html) Provides free box of food two times per month to BC students in need. In order to take advantage of this service, you can sign up for a food order the week of distributions, all sign ups must be done before the actual day of distribution. Distributions will always be on Thursday unless otherwise noted. Schedule is posted at the Student Activities office in Campus Center 4 and on the [Renegade Pantry website.](http://bakersfieldcollegesga.weebly.com/sga-pantry.html) Sign-up at Campus Center 4 on the designated dates. Delano Campus students sign-up at A&R on the designated dates. Distribution date hours are 8:00 am - 12:00 pm (noon) and 4:00 pm - 6:00 pm.

[**Veterans’ Resource Center:**](http://www.bakersfieldcollege.edu/student/veterans/) Provides a place of respite for our veterans to decompress, enjoy a cup of coffee, access Wi-Fi, and unwind. The center holds a meeting every other Tuesday from 11:30 am -12:30 pm. It is located in Campus Center 36. History Professor Paul Beckworth is the advisor for the center and can be reached at 395-4586. It is open Monday through Thursday at 8:00 am - 4:00 pm. Other services for veterans are given on the [Veteran Services website](http://www.bakersfieldcollege.edu/student/veterans/) at <http://www.bakersfieldcollege.edu/student/veterans/>

[**Find It Here:**](http://www2.bakersfieldcollege.edu/nstrobel/student-announce/findithere-fall13.pdf) concise, one-page sheet that answers questions of the type: "Where is <xxx> at BC?" How do I <xxx> at BC?" [**find.it.here**](http://www2.bakersfieldcollege.edu/nstrobel/student-announce/findithere-fall13.pdf) (PDF)

**In case of emergency on campus, dial 4555 from any campus phone. Non-emergency security number 4554.**

# SUMMARY OF BAKERSFIELD COLLEGE PLAGARISM POLICY

<http://www2.bc.cc.ca.us/dkoeth/plagiarism.html>

1. All written work submitted for credit is accepted as the student's own work. It may not, therefore, have been composed, wholly or partially by another person.
2. The wording of written work is taken as the writer's own. Thus, one may not submit work that has been copied, wholly or partially, from a book, article, essay, newspaper, another student's paper or notebook, or any other written or printed or media source. Another writer's phrases, sentences, or paragraphs may be included only if presented as quotations and the source acknowledged.
3. The ideas expressed in a paper or report are accepted as originating with the writer. Written work that paraphrases any written or printed media material without acknowledgment may not be submitted for credit. Ideas from books and essays may be incorporated in the writer's work as starting points, governing issues, illustrations, and the like, but in each case the source must be cited.
4. Students may correct and revise their writing with the aid of reference books. They may also discuss their writing with peer writing groups or with peer tutors. However, students may not submit writing that has been revised substantially by another.
5. No written work may be submitted for credit that has been used to fulfill the requirements of another course, in whatever department, unless permission to coordinate work has been granted by both teachers.

# STANDARDS FOR LETTER GRADES FOR ASSIGNMENTS

A Work that goes beyond instructor's expectations: is careful, thoughtful, original, thorough, all at once. Truly outstanding work.

A- Very good work with most of the attributes of "A" work but either deficient in some technical aspect, in thoroughness and care or just not as strikingly incisive, original or creative as "A" work. Still, excellent work.

B+ Better than good competent work. Good competent work with aspects that really shine or creative original work that needs more thoroughness to pin it down.

B Good competent work, which meets all requirements, the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to the specifiable standards. Often characterized by some vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Talk to instructor.

C+ Below the specifiable standards for good work. Talk to instructor.

C Minimally passing work, showing serious misunderstanding or lack of effort and engagement. Talk to instructor.

C-to F Talk to instructor immediately!!

 **QUIZZES**

Twenty percent of your grade for this course is determined by quizzes given regularly throughout the semester. There are two types of quizzes, online (worth 15%) and in-class quizzes (worth 5%). The online quizzes must be completed by Tuesday mornings before 10:40 a.m., unless otherwise stated. Online quizzes will be based on each week’s required readings. You have two attempts at each Moodle quiz, and your score will be based on the average of points earned for both attempts. We will have occasional in-class quizzes; the questions for these will come from in-class lecture material. They will be administered ONLY during the beginning of class and be based on lecture notes covered over a few weeks. During the in-class quizzes you may consult written notes you have completed in advance.  There will be no make-up quizzes administered to absentees; only students who arrive on time will receive the quiz. I will drop your lowest two quiz grades.  **Each in-class quiz may have six to eight questions. Each question will be worth one point, and you’ll earn two to four points for participating in the quiz.** Generally speaking, reading quizzes will cover key terms listed in the instruction box of each moodle quiz. I’ll give some great study tips for these on the first few days of class. Be sure to attend.

# EXAMINATION POLICY

Make-up exams will be administered only in extraordinary cases of an emergency nature. You must make every effort to contact me prior to the exam to discuss your circumstances. Do not otherwise assume that you will be permitted to take a make-up exam should you fail to show up on the scheduled date without having made prior arrangements.

#  ADDITIONAL COURSE GOALS

1. An ability to engage in lifelong education by learning to acquire knowledge and to use it for intelligent ends.
2. An ability to communicate, orally and in writing, at a level acceptable for college graduates.
3. An ability to clarify one's personal values and to be sensitive to those held by others.
4. An ability to recognize and seek solutions for the common problems of living by drawing on an understanding of historical knowledge, of historical and contemporary events, and the elements of the cultural heritage related to those events.

What you learn about and what you learn to do in this class will help you resolve the dilemmas you must confront in your own lives and in the lives of your fellow citizens. Learning to think critically about the past will help you be better prepared for life in both the present and the future. You will, furthermore, be challenged to see how your hard-gained knowledge and analytical skills may be applied to ‘real world’ situations outside the walls of the classroom. Finally, you will be encouraged to participate actively as an informed citizen.

# READING ASSIGNMENTS

You should plan to read carefully all selections by the date they are assigned, regularly consulting a dictionary for any unfamiliar terms. I strongly recommend that you take notes on the readings (in addition to completing the reading assignment study questions) to aid you in studying for the exams; you may also consult these notes during the quizzes. Be prepared to discuss the readings in class.

# SCHEDULE OF READING ASSIGNMENTS AND EXAMS

## Week 1: Week of January 20th

**Day 1** No Class. Thank you, Dr. King for your sacrifice that character, not color, defines each of us.

**Day 2:** What should the role of the government be in the lives of the people? Freedom and Equality: Can We Really Have Both?; Discuss Syllabus: What is History Anyway? What defines American history and culture in the period we’re about to study?

**Homework**:

1. Online Moodle syllabus quiz.
* Read your syllabus
* Complete syllabus quiz
* Do diagnostic writing (final question on the syllabus quiz).
1. Read over and sign your student contract.
* Turn it in to me at our next class meeting (counts as a ten-point quiz).
1. Synch your Gmail with your smartphone (worth a ten point quiz)

Schedule your assignments and exams into your Gmail calendar with reminders and text alerts (worth a ten point quiz). Use any of the scheduling tools provided that will work best for you.

## Week 2: Week of January 26th

**Day 1:** Introductions, Civil War background

Reading: *All: Norton:* Chapter 16, Reconstruction: An Unfinished Revolution and *Marcus,* African Americans During Reconstruction, and handout by Frederick Douglass, W*hat the Black Man Wants*.

Suggested Films: *North and South* (1985), *Gone With The Wind* (1939), *Glory* (1989), *Gangs of New York* (2002), *Gettysburg* (1993), *Lincoln* (2012), *The Abolitionists* (2013), *Twelve Years a Slave* (2013)

**Homework**:

* Moodle quiz on Chapter 16 of *Norton’s A People and a Nation* completed before 12:40 pm on Wednesday. Use key terms at the top of the moodle quiz to prepare.
* Download the Habits of Mind at BC app. It is currently available on Google Play and iTunes apps.

**Day 2**: So, did Reconstruction fail or succeed?

Reading: *All: Norton:* Chapter 16, Reconstruction: An Unfinished Revolution and *Marcus,* Felix Haywood et. al., African Americans During Reconstruction, and handout by Frederick Douglass, W*hat the Black Man Wants*.

Suggested Movies: *Lincoln* (2012), *The Abolitionists* (2013), *Twelve Years a Slave* (2013)

## Week 3: Week of February 2nd

**Day 1:** So, did Reconstruction fail or succeed? (continued)

Reading: Marcus, *America Firsthand.*

*Group A:* Rosy Williams et. al, *The Murder of Jim Williams* (I will email you the piece on Williams)and *African Americans During Reconstruction* and Unknown Photographer, Picturing Violence.

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*Group B:* Caleb Forshey and the Reverend James Sinclair, *White Southerner’s Reactions to*

*Reconstruction* and *African Americans During Reconstruction,* and Unknown Photographer, Picturing Violence.

*Group C:* Grimes Family and Swindell Brothers, *Work Under Sharecropper and Labor Contracts* and *African Americans During Reconstruction,* and Unknown Photographer, Picturing Violence.

Suggested Movies: *Birth of a Nation* (1915)

**Homework:** Moodle quiz on Chaptery17 of *Norton’s A People and a Nation*. Moodle quiz on Chapter 16 of *Norton’s A People and a Nation* completed before 12:40 pm on Wednesday. Use key terms at the top of the moodle quiz to prepare.

**Day 2:** So, how was the West won? PICK DEBATE TEAMS AND TERMS.

Reading Norton, Chapter 17, The West. Hand out Debate Info.

*Group A: Zitkala-Sa: School Days of An Indian Girl* and *Visual Portfolio: The Peopling of the West*

*Group B: She Walks with Her Shawl and One Bull* and *Visual Portfolio: The Peopling of the West*

*Group C: Witness to Custer’s Last Stand* and *Visual Portfolio: The Peopling of the West.*

Suggested Films: *Bury My Heart at Wounded Knee* (2007), *Custer’s Last Stand: American Experience* (2012),

*Far and Away* (1992), *Our Spirits Don’t Speak English: Indian Boarding School* (2008), *Buffalo Soldiers* (1997)

**Homework**: Moodle quiz on Chapters 18 and 19 of *Norton’s A People and a Nation* completed before 12:40 pm on Monday. Use key terms at the top of the Moodle quiz to prepare. Research both sides of the debate and choose a side.

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## Week 4: Week of Feb 9h

**Day 1**: So, does big business require big government?

Reading A*ll:* Norton: Chapter 18, The Machine Age, Norton: Chapter 19, the Vitality and Turmoil of Urban Life and Marcus, Visual Portfolio: Urban Industrial America.

 *Group A: The Decline of the Independent Craftsman* (I will email this to you.) *and Industrial Workers of the World, Demanding A New Workplace, & the Omaha Platform, Agrarian Protests.*

 *Group B:* William Steinway, *Workers Prosper as Industry Grows and*  Pauline Newman, *Conditions at the Triangle Shirtwaist Company.*

 *Group C:* George Rice, *Losing Out to Standard Oil,* Albert Parsons*, The Haymarket Riot*, and The

 Knights of Labor, Early Efforts at Labor Organization.

**Homework**: Prepare for debate.

Suggested Films: *The Men Who Built America* (2012), *Henry Ford: the Man and the Machine* (1987), *The* *Richest Man in the World: Andrew Carnegie* (1997), *Orphan* Train (1979)

# Day 2: Debate

Reading A*ll:* Norton: Chapter 18, The Machine Age, Norton: Chapter 19, the Vitality and Turmoil of Urban Life and Marcus, Visual Portfolio: Urban Industrial America.

 *Group A: Group A: The Decline of the Independent Craftsman* (I will email this to you.) *and Industrial Workers of the World, Demanding A New Workplace, & the Omaha Platform, Agrarian*

 *Protests.*

 *Group B:* William Steinway, *Workers Prosper as Industry Grows and*  Pauline Newman, *Conditions at*

 *the Triangle Shirtwaist Company.*

 *Group C:* George Rice, *Losing Out to Standard Oil,* Albert Parsons*, The Haymarket Riot*, and The

 Knights of Labor, Early Efforts at Labor Organization.

**Homework**: Moodle quiz on Chapters 20 and 21 of *Norton’s A People and a Nation* completed before 12:40 pm on Wednesday. Use key terms at the top of the moodle quiz to prepare.

## Week 5: Week of February 16th

**Day 1**: No class. Thank you, President Washington for redefining power, courage, and freedom!

Day 2**:** So, why does government keep getting bigger? Who is to blame or praise?

**PICK DEBATE TEAMS & TERMS.**

Reading *All:* Norton, Chapter 20, Gilded Age Politics, 1877-1900. Norton, Chapter 21, the Progressive Era,

 1895-1920.

*Group A: Marcus, Suppressing the “Dreadful Curse of Liquor”:* Carrie Nation, *Smashing the Evils of*

 *Alcohol.*

*Group B: Marcus,* Margaret Sanger, *My Fight for Birth Control*

*Group C: Marcus,* Lucy Burns & Alice Paul, *Prison Notes*

Suggested Films: *Legends of the Fall* (2000), *Newsies* (1992), *Choices of the Heart: The Margaret Sanger Story* (1995), *Iron Jawed Angels* (2004), *The Untouchables* (1987), *Citizen Kane* (1941)

**Homework**: Moodle quiz on Chapter 22 of *Norton’s A People and a Nation* completed before 12:40 pm on Monday. Use key terms at the top of the moodle quiz to prepare.

# (Debate Terms & Teams)

## Week 6: Week of February 23rd

**Day 1**: So, is empire a necessary evil, or does it violate the founding principles of our country? HANDOUT

MIDTERM STUDY GUIDE.

Reading ***All Read,*** Norton, Chapter 22, The Quest for Empire, 1865-1914. You can find all of this week’s primary source, group reading by doing a search on google. They are not in your Marcus reader.

*Group A: Online: Search Google: US Journalist James Creelman Interviews Mexican President Porfirio Diaz, 1908* and *American Anti-Imperialist League Program, 1899.*

 *Group B: Online: Search Google: Plan of Ayala, 1911, by Emiliano Zapata* and *Roosevelt Corollary to the Monroe Doctrine, 1904.*

*Group C:* Marcus, *Letters from the Battlefront and the Home Front, Debating the War in the Philippines* and *Online: Search Google: US Diplomatic Correspondence During the Mexican Revolution* and*, Platt Amendment, 1901.*

Suggested Films: *Crucible of Empire: The Spanish American War* (), *Teddy Roosevelt: An American Lion* (2002), *Rough Riders* (2006), *Amigo* (2010)

**Homewor**k: Prepare for the debate.

<http://www.youtube.com/watch?v=bxYI8R3bdjY>Link for Song in Class.

**Day 2**: **DEBATE**

**Homewor**k: Study for midterm.

**Week 7: Week of March 2nd**

## Day 1: Midterm

**Day 2**: So, should the United States have entered World War I (The Great War)? If so, when? If not, why not?

Reading: ***All Read,*** Norton, Chapter 23, Americans in the Great War, 1914-1920. This week’s primary sources can be found by doing a search on Google or on my website in the course pack.

**Homework**: Moodle quiz on Chapter 23 of *Norton’s A People and a Nation* completed before 12:40 pm on Monday. Use key terms at the top of the Moodle quiz to prepare.

Suggested Films: *Flyboys* (2006), *The Red Baron* (2008), *All Quiet on the Western Front* (1979), *Lawrence of Arabia* (1962 or 2001), *Gallipoli* (1981), *All the King’s Men* (1999)

## Week 8: Week of March 9th

**Day 1**: World War I continued.

Reading: ***All Read***, Norton, Chapter 23, Americans in the Great War, 1914-1920.

*Group A:* Marcus, Kate Richards O’Hare *et al*., *The Trail of Kate Richards* O’Hare and *Online: Search Google: American Neutrality Policy.*

*Group B: Online: Search Google: Espionage Act.*

*Group C:* Marcus, Abraham Cahan, *A Bintel Brief, Letters to the Jewish Daily* Forward and *Online: Search Google: Socialist Critique of World War I*

**Homework**: Moodle quiz on Chapter 24 of *Norton’s A People and a Nation* completed before 12:40 pm on Wednesday. Use key terms at the top of the Moodle quiz to prepare.

 **Day 2**: So, are the twenties roaring or wrecking? So, how did the values of the twenties impact the economy, society, and families?

 *Group A*: Marcus, Unknown Photographer, *Capitalizing on New Fears, the Ku Klux Klan in the 1920s*.

 *Group B*: Marcus, Luis Tenorio et al., *Mexican Migrants and the Promise of America*.

 Group C: Marcus, Pick either of the above.

Reading: ***All Read,*** Norton, Chapter 24, The New Era, 1920-1929.

Suggested Films: *Boardwalk Empire* (2010--), *Al Capone* (1959), *The Roaring Twenties* (1939), *Inherit the Wind* (1960), *Chicago* (2002), *The Cotton Club* (1984), *The Great Gatsby* (1974)

## Week 9: Week of March 16th

**Day 1**: So, can art be a real expression if patrons control its production? So, what was the new negro?

Reading: Norton, Chapter 24. Comparison with African American Self-Presentation today.

*Group A:* Langston Hughes, *“The Harlem Renaissance,” and Marcus,* Emmett J. Scott, *“Letters from the Great Migration.”*

*Group B:* Langston Hughes, *“The Harlem Renaissance,” and* William Jennings Bryan, *“In Defense of the Bible.”*

*Group C:* Langston Hughes, *“The Harlem Renaissance,” and* H. L. Mencken*,“An Odd Eulogy for . . .*

 *Bryan.”*

**Homework**: Moodle quiz on Chapter 25 of *Norton’s A People and a Nation* completed before 12:40 pm on Wednesday. Use key terms at the top of the Moodle quiz to prepare.

**Day 2**: So, what caused the Great Depression, and did FDR’s New Deal(s) eradicate it?

Reading: ***All Read,*** Norton, Chapter 25, The Great Depression and the New Deal, 1929-1941. Repatriation.

*Group A:* Morey Skaret, *“One the Road to the Great Depression.”*

*Group B:* Genora Dollinger, *“Taking a Stand: The Sit-Down Strikes of the 1930s.”*

*Group C:* Visual Portfolio,*“Advertising in the Interwar Years.”*

Suggested Films: *Lawless* (2012), *Grapes of Wrath* (1940), *Riding the Rails* (1997), *Cinderella Man* (2005), *Sea Biscuit* (2003), *The Color Purple* (1985), *Angela’s Ashes* (1999), *Oh Brother, Where Art Thou* (2000), *Of Mice and Men* (1992), *Road to Perdition* (2002), *Ironweed* [very graphic] (1987), *Native Son* (1986)

## Week 10: March 23rd

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**Day 1**: Great Depression Continued. How would you solve the Great Depression? Solution time.

**Homework**: Moodle quiz on Chapter 26 of *Norton’s A People and a Nation* completed before 12:40 pm on Wednesday. Use key terms at the top of the Moodle quiz to prepare.

**Day 2**: So, was World War II a “good” war, and when should one country interfere with another’s sovereignty?

Reading: ***All Read,*** Norton, Chapter 26 & 27, The Second World War at Home and Abroad, 1941-1945.

*Group A:* Chuck Yeager, *“Shot Down Behind Enemy Lines.”*

*Group B:* Ben Yorita, *“Memories of the internment Camp.”*

*Group C:* Fannie Christina Hill, *“Rosie the Riveter.”*

**Homework**: Moodle quiz on Chapter 27 of *Norton’s A People and a Nation* completed before 12:40 pm on Monday after spring break. Use key terms at the top of the Moodle quiz to prepare.

Suggested Films: *Casablanca* (1942), *Schindler’s List* (1993), *The Great Escape* (1963), *Bataan* (1943), *Sands of*

*Iwo Jima* (1949), *The Rising Sun* (1943), *Saving Private Ryan* (1998), *The Pianist* (2002), *The Boy in the Striped*

*Pajamas* (2008), *Patton* (1970), *Enemy at the Gates* (2001), *Flags of Our Fathers* (2002), *Red Tails* (2012),

*Windtalkers* (2002), *Zoot Suit* (1981), *American Experience: Fly Girl*

## Week 11: Week of March 30th, Spring Break

SPRING BREAK! ENJOY!

**Homework**: Moodle quiz on Chapter 27 of *Norton’s A People and a Nation* completed before 12:40 pm on Monday after spring break. Use key terms at the top of the Moodle quiz to prepare.

## Week 12: Week of April 6th

**Day 1**: World War II Continued

**Day 2**: WWII Debate. Dropping the Bomb and Internment Camps

*Group A, B, and C:* J. Robert Oppenheimer, *“To Build an Atomic Bomb”,*Paul Tibbets, *“To Use an Atomic Bomb”,* and I’ll send you an email with some Gale Opposing Arguments Handouts.

**Homework: Study for Midterm**

## Week 13: Week of April 13th

**Day 1:** **Midterm**

**Homework**: Moodle quiz on Chapter 28 of *Norton’s A People and a Nation* completed before 12:40 pm on Wednesday. Use key terms at the top of the Moodle quiz to prepare.

**Day 2:** So, what caused the Cold War, and how does it help us understand the War on Terror?

Reading: ***All Read,*** Norton, Chapter 28, The Cold War and American Globalism, 1945-1961.

*Group A:* Marcus, Ring Lardner, Jr., *“Blacklisted: Post-World War II Red Scare.*

*Group B:* Marcus, Ring Lardner, Jr., *“Blacklisted: Post-World War II Red Scare.*

*Group C:* Marcus, Charles Douglas Jackson, *The Sputnik Crisis: the Beep Heard ‘round the World.*

Suggested Films: *Good Night and Good Luck* (2005), *Hollywood on Trial* (1976), *Thirteen Days* (2001), *All the President’s Men* (1997)

**Homework**: Moodle quiz on Chapter 29 of *Norton’s A People and a Nation* completed before 12:40 pm on Monday. Use key terms at the top of the Moodle quiz to prepare.

## Week 14: Week of April 20th

**Day 1**: So, what happened to *Leave it to Beaver*, anyway?

Reading: ***All Read***, Norton, Chapter 29, America at Midcentury, 1945-1960.

*Group A,B, and C:* Homeowners Guide, *“Levittown: Making America Suburban.”*

Suggested TV Shows: *Leave it to Beaver*; *My Three Sons*; *Father Knows Best*; and *I Love Lucy.*

**Homework**: Moodle quiz on Chapter 30 of *Norton’s A People and a Nation* completed before 12:40 pm on Wednesday. Use key terms at the top of the Moodle quiz to prepare.

**Day 2**: So, what made the Civil Rights Movement possible and successful?

**Writing Assignment 2 is Due at the beginning of class.**

Reading: ***All Read,*** Norton, Chapter 30, the Tumultuous Sixties, 1960-1968.

*Group A:* Student Workers, *“Mississippi Freedom Summer.”*

*Group B:* Caesar Chavez, *“Toward Mexican-American Civil Rights.”*

*Group C:* Robert Amsel, *“Recalling the Stonewall Uprising.”*

**Homework**: Moodle quiz on Chapter 31 of *Norton’s A People and a Nation* completed before 12:40 pm on Monday. Use key terms at the top of the Moodle quiz to prepare.

## Week 15: Week of April 27th

**Day 1**: So, how did Americans continue in conflict? Why?

Reading: *All:* Norton, Chapter 31, Continuing Divisions and New Limits, 1969-1980

*Group A: The Young Lords*

*Group B:* Visual Portfolio, *Protest Movements of the 1960s and 1970s*.

*Group C:* KathieSarachild, *Feminism and Consciousness-Raising.*

**Day 2:** TBD

**Homework**: Moodle quiz on Chapters 32 and 33 of *Norton’s A People and a Nation* completed before 12:40 pm on Monday. Use key terms at the top of the Moodle quiz to prepare.

**Week 16: Week of May 4th**

**Day 1:** So, “why can’t we all just get along”?: the Decline of Polite Politics & So, what’s happened in your lifetime, and are we “evolving” or “devolving”?

Reading: *All* Chapter 32, Conservatism Revived, 1980-1992 & Norton, Chapter 33, Into the Global Millennium,

America Since 1992

*Group A:* Phyllis Schlafly, “*the Limits of the Women’s Movement.”*

*Group B:* Dennis W. Shepard, *Homophobia in the Heartland.*

*Group C:* Geraldine Ferraro and Jesse Jackson, *Reflections on the Historical Campaigns of Hillary Clinton and Barack Obama*.

**Day 2:** TBD & Review

## Week 17: Week of May 11th

**Day 1: Study Day. No Class**

**Day 2: Final Exam, 12:00 to 1:50 pm**

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**FINAL EXAM**

# Wednesday, May 13th, 12:00-1:50 pm, Final Exam FINAL GRADES

I must submit final grades to Admissions and Records (A & R) within three school days after you complete your final. A & R will have your grades “rolled” onto Banner within three additional school days. However, your GPA and academic standing will not reflect these new grades in your overall status later in May.

Ponder this quote form Alexis de de Tocqueville: “Americans are so enamored of equality that they would rather be equal in slavery than unequal in freedom.”

 **R**equired Texts

A People and a Nation, Vol. 2 America Firsthand, Vol. 2

  

 8th Edition OR 9th Edition

(Pick either 8th or 9th Edition (not both) of *A People and a Nation*. You must buy the Marcus, *America Firsthand* book.

 

Suggested/Recommended Texts

SUGGESTED/RECOMMENDED TEXTS





